DOCUMENT RESUME

ED 161 144 EA 010 961

| | |
|---|---|
| TITLE | A System of Criteria for Evaluating Elementary School Buildings. |
| INSTITUTION | Hamden Public Schools, Conn. |
| PUB DATE | 6 Dec 77 |
| NOTE | 49p.; Prepared by the Hamden Task Force on Declining Enrollment; For a related document, see EA 010 967 |
| EDRS PRICE | MF-$0.83 HC-$2.06 Plus Postage. |
| DESCRIPTORS | Boards of Education; Cost Effectiveness; *Decision Making; *Declining Enrollment; Elementary Education; Enrollment Projections; *Evaluation Criteria; Flow Charts; Rating Scales; *School Buildings; *School Closing; School Community Relationship; Shared Facilities; Space Utilization; Worksheets |
| IDENTIFIERS | Connecticut (Hamden) |

ABSTRACT

A step-by-step procedure, defined to help the Hamden Public Schools (Connecticut) board of education with the task of choosing one or more elementary schools to close, develops a list of criteria used for comparing and ranking elementary schools into a working system intended to give a precise, objective structure to the board's decision-making process. The criteria define many kinds of advantages and disadvantages of school buildings, all of which are to be considered in relation to each other before the board makes any decisions about retentions and closings. The criteria are designed to evaluate the elementary school buildings as educational plants and in relation to their surrounding neighborhoods and potential enrollments. The criteria are divided into three weighted categories: educational criteria, 40 percent; community impact, 40 percent; and financial, 20 percent. Each individual criterion has five parts: (1) title, (2) questions the data are designed to answer, (3) explanation, (4) data to be collected, and (5) scoring procedure. (MLF)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

# A SYSTEM OF CRITERIA FOR EVALUATING ELEMENTARY SCHOOL BUILDINGS

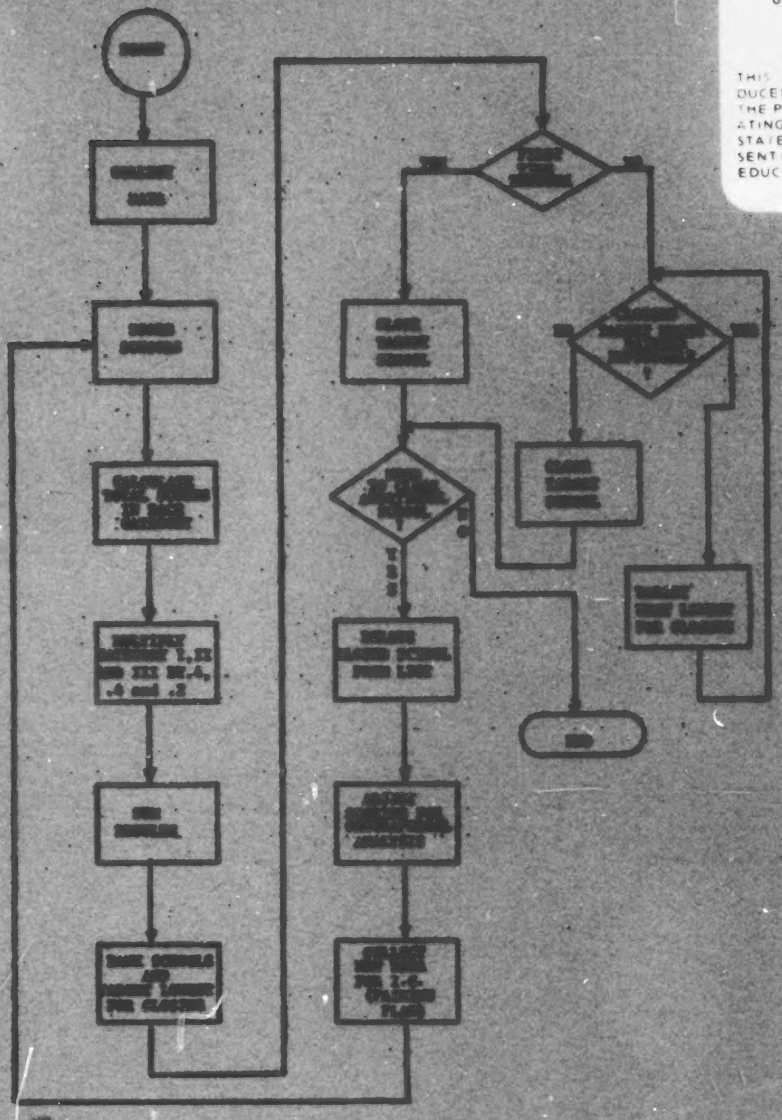
PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED161144



EA 010 961

Hamden Task Force on Declining Enrollment

December 6, 1977

TABLE OF CONTENTS


1. INTRODUCTION . . . . . 1

General Introduction: Objectives and Basic Principles . . 1

Technical Introduction

I. Flow Chart: Steps in the process of deciding which school(s) to close. . . . . 3

II. Organization of the Criteria . . . . . 4

III. The Scoring System . . . . . 5

IV. Basic procedure for arriving at a final ranking of the schools . . . . . 7

V. After the ranking: The final decisions . . . . . 8

2. THE CRITERIA . . . . . 9

I. Educational: 40% . . . . . 9

Introduction . . . . . 9

A. Site suitability . . . . . 10

B. Classroom space flexibility . . . . . 11

C. Classroom space per pupil at revised capacity . . . . 12

D. Auxiliary facilities . . . . . 13

E. Building capacity: . . . . . 15
Feasibility of continuing to operate the building as enrollment declines.

F. Suitability for dual use: . . . . . 17
Ability of the building and site as they are, to maintain the quality of the educational program while housing another community service.

G. Pairing plan: . . . . . 19
Suitability of the building for use in a plan grouping traditional and open space buildings into new elementary districts.

II. Community Impact: 40% . . . . . 23

Introduction . . . . . 23

A. Students within walking distance: . . . . . 24
Number of children attending the school, and percentage of the school's total population, who live within walking distance of it.

B. "Sense of neighborhood": . . . . . 26
The relationship of the school to its surrounding population.

C. Potential enrollment of the school, . . . . . 27
based on the population in a given area around the building.

D. Racial, ethnic, and socio-economic status balance . . 28
of families with school-age or pre-school children, who live in a given area around the building.

E. Alternate use: . . . . . 30
Possibility that the building could be put to a suitable alternate use.

III. Financial 20% . . . . . 32

Introduction . . . . . 32

A. Per Pupil Costs: . . . . . 33
based on revised enrollment capacity

B. Renovation costs: . . . . . 34

C. Marketability of building . . . . . 35

3. CLOSING MORE THAN ONE SCHOOL: . . . . . 37

A suggested procedure for identifying a second and third school to close, if necessary

4. APPENDIX I: . . . . . 41

Relationship of this document to the list of Criteria in the Task Force Report (pp. 141-4)

5. APPENDIX II: . . . . . 42

Sample worksheet for scoring each school on the Criteria

## GENERAL INTRODUCTION

This document defines a step-by-step procedure to help Hamden's Board of Education with a difficult job--choosing one or more of our elementary schools to close. In its report, the Task Force on Declining Enrollment included a list of criteria to be used for comparing and ranking our elementary schools. The task of our committee was to make that list into a working system, one which would give a precise, objective structure to the Board's decision-making process.

We had two major goals when we designed this implementation of the criteria--fairness and practicality. We wanted to set up a system that would make the evaluation of our elementary schools as fair as possible. And we wanted the system to be practical, so that the Board can and will use it in making any decisions about which schools to close. We view this document not as an academic exercise, but as a tool that will help with a difficult job.

The criteria define many kinds of advantages and disadvantages of school buildings, all of which will be considered in relation to each other before the Board makes any decisions about retentions and closings. These decisions will not be made on the basis of one or two factors, like age or capacity of buildings, or space designs. The criteria are designed to insure that the decisions will reflect a thorough, balanced and objective evaluation of our schools.

We feel very strongly that no educational or financial criteria should be based on current enrollment or usage because these factors are not intrinsic to the buildings. Only when the Board is investigating the community impact of potential closings should it consider current usage. The Board will want to evaluate the schools' relationships to their surrounding neighborhoods, and the potential disruption of those neighborhoods by school closings. Therefore it will consider, for example, how many children now walk to a building, how long their parents have lived in the neighborhood, whether the school has specifically neighborhood-oriented programs, and so on.

We are, then, asking the Board to evaluate the elementary school buildings 1) as educational plants, and 2) in relation to their

surrounding neighborhoods and potential enrollments. The Educational and Community Impact criteria are designed to do this job.

The Task Force emphatically believes that each of these categories of the criteria should be twice as important as financial considerations, when the Board decides which schools should be kept open and which schools should be closed. Financial realities may be one thing that leads the Board to consider closing schools. And there are some costs and potential savings that can be developed in relation to the individual buildings. But many important costs--notably transportation and teachers' salaries--are dependent more on the town-wide destricting pattern than on the characteristics of individual schools. It is not practical to predict all costs on a building-by-building basis.

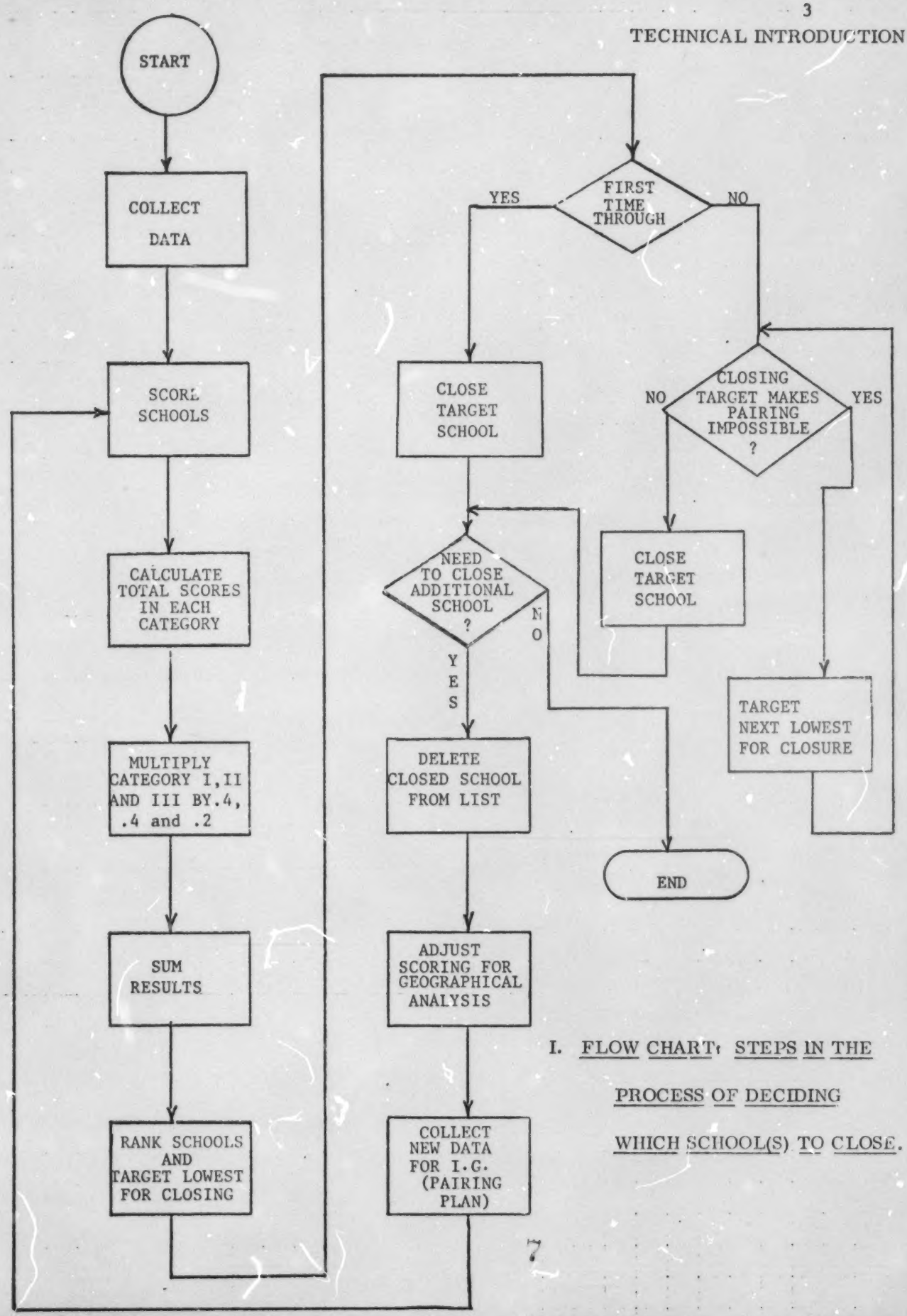
As a further clarification, we want to emphasize that a low rating on a given criterion is not an attack on a school. It does not mean that the school's operation is seriously impaired by a particular problem or lack. It simply means that the school does not have one particular advantage--whereas it will have others. The point is that in order to give each school's strengths full weight, we must be willing to define and identify weaknesses.

After finishing the long job of designing this system of criteria, we looked to see if we could predict the ranking they would lead to: Which schools would these criteria close?

We do not know. Some criteria (many in Section I) seem to favor the newer schools. But others (many in Section II, which has equal weight with Section I) are designed to identify and give credit to our "neighborhood schools," most of which are probably among our oldest buildings. We do not know what the rank order of the schools will be. But we believe that the use of these criteria is the fairest way to determine that ranking if Hamden is faced with the difficult task of closing elementary schools.

Criteria Committee, Task Force on Declining Enrollment

Florence S. McBride, Chairperson
Richard V. DeNicola
Ira M. Leonard
Robert L. Sandagata
William J. Spalter




I. FLOW CHART: STEPS IN THE PROCESS OF DECIDING WHICH SCHOOL(S) TO CLOSE.

## II. Organization of the criteria

The criteria are divided into three categories, which are to be weighted as specified by the Task Force in its vote of March 3, 1977. The three categories are:

1. Educational Criteria, 40%
   Goals:
   a. To evaluate the buildings as educational plants
   b. To determine each building's suitability for inclusion in a "pairing plan," a town-wide redistricting plan that would give parents a choice of traditional or open space for their children
2. Community Impact, 40%
   Goal: To evaluate the schools' relationships to their surrounding neighborhoods, and the potential impact on those neighborhoods of school closings
3. Financial, 20%
   Goals:
   a. To evaluate the costs which can accurately be identified for individual buildings
   b. To predict the probable net financial result of the way each building would be disposed of, if it were closed.

Each individual criterion has five parts:

1. Title
2. Questions the data are designed to answer
3. Explanation, if necessary
4. Data to be collected
5. Scoring procedure--any information that needs to be added for that criterion to the basic scoring directions explained below.

## III. The Scoring System

### Why this system?

It is extremely difficult to set up a scoring system for such a diverse group of criteria. The data for some of them are conveniently solid numbers. For others, subjective judgments are required.

We needed a system which would:

1. Show how the schools relate to each other on each point, and
2. Reflect the significant differences among them, without exaggerating or underemphasizing those differences.

And we needed a system that would make it possible to assign numerical scores for all the criteria, according to some uniform system, so that a final calculation could produce a final score for each school.

Our scoring system is based on using the median school's data as the standard for each criterion. By using the median concept, we avoided having to invent hypothetical scales (best-to-worst-possible), a prohibitively difficult task; we are thus suggesting that the Board make comparisons among the actual conditions that exist in our schools, instead of measuring them against absolute standards.

Such a scoring system seems appropriate to us because the Board's task is a very practical one. The goal of these criteria is not to determine how perfect our schools are, but rather to show which schools are the best for Hamden, so that we will keep those schools open.

### How to assign scores

The basic rule is that on every criterion, a high score favors keeping the school open. For each criterion, we have indicated what kind of data would produce the highest score. But the Board should keep in mind that if the range of data for any criterion is not significant, all the schools should receive the same score for that criterion; i.e., it may turn out that for some criteria there are no "high" scores.

Here is the scoring procedure we envision:

1. Survey all the schools, collecting the necessary data for each one. Any numbers collected are not scores, but data;

scores will be determined by the significant relationships among the numbers.

2. After arranging the data in an ascending (numerical or otherwise-determined) order, identify what school's data define the median i.e., which is the sixth school on the list for that criterion.[1]
3. Analyze the data in relation to this median, to determine how significant the deviations are.
4. Assign each school a score as follows:

   3: median school, and all schools that do not differ significantly from it

   2: schools significantly more closable than the median school, on the basis of this criterion

   4: schools significantly better on this criterion than the median school

   1 & 5: should only be assigned in cases of extremely significant deviations from the median.

It could be that on some criteria, all the schools would receive a 3; on others there would be 3's and 4's; or 3's and 2's; or 2's, 3's and 4's. In order to be sure that the scores reflect precisely all significant differences among the schools, the Board should not assign 1's or 5's except in cases where a school is very significantly stronger or weaker than the median school. For some criteria, we have suggested reasons for assigning particular scores.

In the case of the criteria that involve analysis of several elements, those elements should be evaluated separately first; then a cumulative score (usually an average, but sometimes involving a weighting[2] of the sub-criteria) for the whole criterion should be arrived at.[3] We have included a sample work sheet for scoring the schools on the criteria, as Appendix II, page 42.

---

[1]On the second application of the criteria, after one school has been assumed closed, there will be only ten schools to evaluate. In that case, the median will be calculated--see Section 3, page 38.

[2]We have signalled all special weighting recommendations with asterisks.

[3]For example, under Site Suitability, the Board will see: 1. Location: a. Zoning; b. Traffic, with subheads 1) and 2); c. Air Quality; d. Aesthetic Appeal. The appropriate procedure for this is: evaluate all schools first on the 1) and 2) subheads of b. Traffic; then cumulatively for b; then on a., c., and d.; then average the scores on a., b., c., and d., to get the cumulative score for 1. Location. That score will be averaged with the score for 2. Site Itself to produce the schools' scores for the whole criterion, Site Suitability.

## IV. Basic procedure for arriving at a final ranking of the schools

The basic procedure for arriving at a final ranking of the schools is as follows:

1. Determine the schools' scores on each criterion in each category.
2. Calculate each school's cumulative score for each category, by averaging the scores on the individual criteria. Within the categories, we assume all criteria to be of equal weight, except for two (I.G., Pairing Plan; II.A., Walkers); for these we recommend double-weighting[1] to reflect the fact that each is a combination of two criteria from the original list.
3. Multiply the Educational and Community Impact scores by .4 (40%), and the Financial score by .2 (20%). Add the three resulting numbers to produce the final scores.
4. Rank the schools on the basis of these scores.

---

[1] We have signalled all special weighting recommendations with asterisks.

## V. After the ranking: The final decisions

If the Board were only closing one school, it would be appropriate to close the one which scored lowest on the criteria, since many kinds of important considerations, including geography, would have determined the ranking of schools.

If, however, more than one school is to be closed, the decisions about which ones to close become more complicated. There are two reasons for this complexity:

1. It might not make sense to close the two or three lowest-ranking schools. They might be too close to each other geographically, or might all be of the same space design. The Board may be faced with a conflict between what are essentially geographical realities and other educational realities.

2. Once one school is assumed to be closed, the scores and possibly the ranking of the other ten schools change as a result.

If the Board needs to identify two or three schools to close, we recommend that it identify those schools one at a time,[1] on the basis of two or more applications of the criteria. This process is described in Section 3 of our Report, A suggested procedure for identifying a second and third school to close, if necessary.

---

[1] As the Task Force recommended, all necessary closings should be implemented at one time; it is the decision process which should have the stages we define in Section 3.

## 2. THE CRITERIA

### I. Educational Criteria: Introduction

These criteria are designed to help the Board evaluate Hamden's elementary school buildings as educational plants, and to determine each building's suitability for inclusion in a pairing plan.

The Task Force believes that the parents of elementary school children should be given a choice between open and traditional space for their children. Setting up the choice system would require that the buildings be grouped into new elementary districts so that both alternatives would exist for each child. Since we view this kind of redistricting as above all an educational priority, we have included the pairing plan criterion in this section.

I.A. Site suitability

How appropriate for an elementary school are the site's location and the site itself?

Data to Collect

1. Location[1]
   a. Zoning category of surrounding area: residential, business, mixed, etc. (most residential[2]--highest score)
   b. Traffic
      1) Average number of cars per hour, 8:20-3:10 (Lowest number--highest score) (twice as important as the following)*
      2) Closeness of street to building and play areas (farthest distance--highest score)
   c. Air quality--how much pollution (low pollution--highest score)
   d. Aesthetic appeal: (most natural setting--highest score)
2. Site itself
   a. Size, which in this criterion implies the possibility of expansion, rather than potential program variety[3] (highest square footage--highest score) (twice as important as the following)*
   b. Aesthetic appeal

Scoring Score on the sub-criteria first, then cumulatively, averaging the two major (location, site itself) scores.

---

[1]The schools' locations in relation to the elementary population and to each other are considered in I.G. (Pairing Plan), and II.A. & C. (Walkers and Potential Enrollment).

[2]We do not suggest giving preference to any particular residential zoning category (R-1, for example). The important question is, how close and how dense are non-residential properties?

[3]Adequacy of playground and any other usable outdoor space is to be assessed under auxiliary facilities (I.D.).

I.B. Classroom space flexibility

Does the building's classroom space accommodate easily various educational activities?

Data to Collect

1. Classroom space: How many different-sized groups can function well in the classroom space? Does that space accommodate both small (5) and large (125) groups?

The Board might consider the following as potential group sizes for which classroom space would be used:

a. Small groups--subdivisions of the basic class sizes: 5, 10, 15

b. Basic class sizes: primary 20, intermediate 25

c. Multiples of the basic sizes: 40, 50, 60, 75, 80, 100 125

(Largest number of groups--highest score).

2. Amount of renovation necessary to make the spaces significantly more flexible, if necessary (i.e., either making small spaces bigger, or making possible a more successful subdivision of large spaces). (smallest amount of renovation--highest score)

Scoring*

We believe that the schools' score on #1 (space as it now is) should count twice as much as their scores on #2, because actual conditions are more significant than hypothetical changes.

Note to I.C. and I.D.

In several buildings, classrooms are currently being put to non-classroom uses. In evaluating the classroom and auxiliary facilities spaces, the Board should of course be sure not to count any one room twice--i.e., in both criteria. In each case, the Board should decide whether to list such a room according to its previous (classroom) or current (auxiliary facility) usage.

I.C. Classroom space per pupil at revised capacity

How many square feet of classroom space would the building have for each pupil if it were at its revised capacity enrollment?

Explanation

This criterion specifies classroom space, because a comparison of net usable spaces would include the spaces of the auxiliary facilities, which are compared in the next criterion, and would thus receive double weight if included here.

Data to Collect

1. Total square footage of all classrooms
2. Buildings' revised capacities

Scoring

Divide the total square footage of each school's classrooms by its capacity, to get square feet per pupil. Then assign scores according to the distribution around the median.
(highest square footage per pupil--highest score)

I.D. Auxiliary facilities

How well do the building's auxiliary facilities support the educational program?

Explanation

Since available space is such a basic requirement for each of these facilities, we have grouped the other factors to be considered in most cases (such as light and storage for the Art Room), so that the space will have appropriate weight.

In the case of schools where one space must be divided between two facilities (i.e., Gym/Cafeteria), we suggest that the square footage of that space be divided between the two, or assigned to one of the two, for scoring.

Data to Collect

(For all the numerical sub-points, highest square footage--highest score; for the non-numerical sub-points, best quality--highest score.)

1. Media Center
    a. Space--square footage, shelf space
    b. Light
    c. Accessibility
2. Art Room
    a. Square footage
    b. Light, storage
3. Music Room(s)
    a. Total square footage
    b. Accoustics, light
4. Special Services - Square footage
5. Usable outdoor space (including playground)
    a. Square footage
    b. Suitability for a variety of recreational activities: large-field games, paved area games; aparatus, any special facilities
    c. Suitability for environmental education--trees, plants, birds, etc.

6. Cafeteria
    a. Square footage
    b. Light, traffic flow, accoustics
7. Gymnasium
    a. Square footage
    b. Equipment, light

Scoring

In three steps -- 1) each sub-point, 2) each of the 7 major points, 3) cummulatively by averaging for the whole criterion.

I.E. Building capacity: feasibility of continuing to operate the building as enrollment declines.

What percentage of the building's revised capacity enrollment can be lost before the building becomes educationally unfeasible?

Explanation

This criterion will score the schools on the basis of their revised capacities. Its primary rationale is the relationship of the building's capacity to the maintenance of the educational program in each school.[1]

The criterion is based on the following assumptions:

1. The buildings have various revised capacities;
2. Student distribution will be roughly proportional to building capacities, and enrollment decline will be fairly even town-wide;
3. There is an enrollment (between 200-250; we use 225 here) below which the program is severely affected, because of grouping problems, loss of special services, and low equipment funds.

If these assumptions are correct, a high-capacity building can continue to operate the program effectively for longer as enrollment drops. A smaller-capacity building suffering a parallel decline more quickly becomes educationally unfeasible.[2]

---

[1] There may be another advantage of retaining large buildings: They could promote flexibility in the town's use of its educational facilities. For instance, if enrollment continues to decline, they could be expected to absorb many pupils from other schools if necessary; or conversely, they could lose a significant percentage of their capacity enrollments to under-populated schools (thus keeping those schools open, or open longer), without becoming educationally unfeasible themselves.

[2] An example: A school of 500 pupils can lose over 50% of its capacity population before reaching the 225 level. A school with a capacity enrollment of 350 can only decline about 30% before reaching that point. If decline is relatively even town-wide, the large school will still have well over 225 pupils when the smaller school reaches that point.

Data to Collect

The revised capacities of the buildings.

Scoring

Scores would be based on percentage of the revised capacity enrollment that could be lost before the building reaches 225. (highest percentage--highest score)

I.F. Suitability for dual use: ability of the building and site, as they are, to maintain the quality of the educational program while housing another community service.

Assuming an appropriate (not current, or revised capacity) enrollment.

1. How useful and accessible would the building's space and facilities be to another community service? and
2. How well could the school continue to operate the educational program while another community service operated in the building?

Explanation

This criterion does not set up a hypothetical definition of what kind of building might be suitable for dual use. Any school's suitability can only be determined in relation to a particular service needing space. The Board will have to find out which services actually need the kinds of space available in schools, at the particular time when the Board is making decisions about what to do with the buildings.

We suggest that the Board make a formal survey of the appropriate town officials, to determine what kinds of community services would benefit from operating in a school, and which of those services is willing to express a fairly concrete interest in doing so. On the basis of that information, the Board could assess the appropriateness of the schools for the services under consideration.

It should be noted that the scores on this criterion are tied to the specific conditions of the time at which it is being used; those scores could change if different services became interested in dual use.

Data to Collect

After it determined what community services were interested in considering dual use, the Board could survey the schools to determine which of them is/are suitable. The survey should involve two major considerations.

1. The special nature and requirements of the potential services to be housed. Would the school be useful to any of those services?[1]

   a. During school hours?

   b. Only after school?

2. Would any of the following problems be created or aggravated by dual use?

   a. Conflicts about the use of space (gym, playground, cafeteria, etc.)

   b. Traffic congestion and inadequate parking space

   c. Congestion in hallways, noise

   d. Inadequate or inconvenient lavatory facilities

   e. Conflict with Federal or State regulations

Scoring

A score of 1 would automatically be assigned to any school if:

1. Its spaces and/or facilities would not be appropriate for any of the services under consideration, or

2. It could not maintain an educationally feasible enrollment (225) while giving up space to one of these services.

All schools that might be appropriate for dual use (i.e., not given a 1 on either of these bases), should then be scored according to:

1. The usefulness of their spaces and facilities to the potential dual users (most useful - highest score), and

2. Cumulatively, the problems which would come with the proposed dual uses. (fewest problems - highest score)

At this point, some more schools might receive a score of 1 if the problems associated with dual use made the schools unsuitable on that basis. The other schools could receive scores based on the significance of the differences anong them, and between them and the schools assigned 1's.

---

[1]This subheading should include a consideration of the school's accessibility to mass transit facilities.

I.G. Pairing plan: suitability of building for use in a plan grouping traditional and open space buildings into new elementary districts.

Given its space design, capacity, and location (in relation to the other elementary schools and the projected elementary population), how well would this building fit into an efficient pairing plan?

Explanation

This criterion assumes the adoption of what we have called the pairing plan--grouping traditional and open space buildings into new elementary school districts on the basis of parental choice of space design. As we use the terms here, pairing refers to types of space (traditional and open); grouping refers to buildings (it might, for instance, involve more than a pair of buildings; two traditional might be grouped with one open).

We recommend that the Board use computer simulations to evaluate possible groupings--and thus hypothetical new elementary districts.

Before doing the simulations, the Board should 1) intensify its efforts to help parents understand the differences between open and traditional space, and the relationship of space to program, and 2) survey the parents of all elementary school children, so that it knows the space-design preference for each child. It will also need: 1) satisfactory capacity figures for all the buildings, and 2) a new pin map, based on the survey, indicating the choice of space design for each child, and, if desired, retaining the present indication of grade level.

It would of course be possible for the Board to do simulations showing the results of keeping all eleven schools open, or of closing 1, 2, or 3 schools. The explanation that follows is based on the hypothetical closing of two schools for the simulations.

The kind of simulations we recommend would show the effects of closing all possible pairs of elementary schools in terms of one measurement: linear distance between each student and the closest available school of his/her chosen space design. At the end of the

run, one 9-school plan (i.e., the result of closing one particular pair of schools) would be shown to involve the lowest total linear distance for the elementary population as a whole; and the Board would have figures comparing all the plans on that basis.

These simulations are not intended to generate a final redistricting plan. They will not be an all-sufficient guide, showing the best way to distribute the students in the buildings. Since linear distance does not take transportation routes into account, it could not be used alone, even as an indicator of how efficient the buildings' distribution is in relation to the elementary population.

But we believe that linear distance is a good basis for this particular criterion. It is probably closely enough related to actual travel distances to be a helpful preliminary indicator of both financial efficiency (in relation to busing needs) and disruption of the children. The great usefulness of linear distance is that by being something a computer can calculate; it makes possible an objective preliminary analysis of all potential pairs of closings on the basis of geographical facts. By using computer simulations, the Board can avoid having to begin with a trial-and-error method in setting up possible districts.

When it comes to the final job of redistricting, many factors--all the criteria--will determine what plan is the best. Like the other criteria, this one is intended to be used with all the rest in making the final decision. Efficient distribution of students is not all that matters--but it is one thing that matters, and it is the thing which this particular criterion is designed to suggest.

Collecting the Data: The computer simulations.

What follows is an explanation of a possible computer program which the Board could use to determine the linear distance between each child and the closest school of his/her chosen space design.

1. The programming. Grid the pin map of the town into a ten by ten by two matrix: in each of the 100 coordinates, two elements could be stored (that's the by two): 1) the number of children desiring traditional space, 2) the number desiring open space. If the

Board wishes to make the results more precise, the same procedure could be used, adding the grade level of each child.[1]

In addition, the coordinates of each school building, and its capacity and space design could be stored. Distances between school buildings and the current population of students could thereby be easily calculated.

2. The simulations. The computer run would have 55 parts, each assuming the closing of a pair of schools. Each part would show the linear distance between each child and his/her school, assuming that a) each child went to the closest school of appropriate space design, and b) the Board established a maximum allowable distance to be traveled by each student. One of these 55 runs would be the best in terms of total linear distance (lowest distance indicates greatest efficiency), and that model would be the basis of the schools' scores on this criterion.

Scoring

Which parts of the 1-5 scale are used on this criterion should depend on how wide a spread exists in the results of the 55 parts of the run, and particularly on how the most efficient model is related to the others.

We suggest that the following guidelines might be appropriate for assigning scores:

1. There will be 55 plans, with a total linear-distance figure for each one. Look at the five best plans.

2. If there is a significant difference (perhaps more than 10%) between the first and the fifth, then the nine schools included in the best plan would receive scores of 5, and the two omitted schools would receive 1's.

---

[1]This would simply involve storing 14 elements instead of two in each coordinate: grade levels (K-6, which is seven levels) of all the children for each space design: 2 times 7, or 14.

3. If the difference between the first and fifth plan is less than 10%, then the schools included in the best plan should receive 4's and the excluded schools 2's.

This formulation of the Pairing Plan criterion combines two criteria from the original list in the Task Force report. (I.G.&H.) We feel that it should therefore be double weighted within its category, to reflect the importance which the Task Force placed on giving parents a choice of space design.*

. . .

After collecting all the necessary data, use the work sheets to arrive at a score for each school on each of the Educational Criteria; then calculate a cumulative Educational score for each school. You will then have finished the Educational Criteria; go on to the Community Impact Criteria.

## II. COMMUNITY IMPACT CRITERIA: Introduction

Schools are important to the neighborhoods they serve. These criteria are an attempt to identify and acknowledge the relationships of our elementary schools to their surrounding communities. They were difficult to formulate for several reasons. One is subjectivity. Not all residents of a neighborhood perceive the school's importance in the same way. Furthermore, many of the important considerations are too abstract to be converted directly into numbers. How can one measure a child's sense of identity with a school? What exactly is a neighborhood school?

That is not an easy question to answer in an era when Federal and State regulations often forbid the establishing of school district lines on the basis of traditional concepts of "neighborhood." The Board is required to insure that, in accordance with Federal and State law, there is no discrimination or disadvantage on the basis of minority status. In the coming years, as in 1977, the Board may need to take measures (like busing) to insure legal distribution of the student population in our schools. Therefore, the presence of a homogeneous minority population around a building does not necessarily make that building a neighborhood school.

In spite of these problems, the Task Force was convinced that it should make some definite provision for taking community impact into account, as we formulated a procedure for decisions about school closings. Therefore, we have tried to identify concrete ways in which the schools are related to their neighborhoods, and to give these criteria significant weight in relation to the others.

II.A. Students within walking distance: number of children attending the school and percentage of the school's total population, who live within walking distance of it.

How many children who currently attend the school, and what percentage of the school's population, live within walking distance?

Explanation

This criterion could be defined in either of two ways, each of which has specific consequences for the scoring of the schools. We recommend a combination of both.

1. The schools could be scored according to raw numbers: How many children now live within walking distance of each one? This way of scoring inherently favors schools with large total populations. It also gives the clearest picture of how many children could be disrupted if each school were closed.

2. To remove that built-in advantage for large-population schools, the scoring could be done on the basis of percentages: What percentage of the school's total population lives within walking distance? This method would do better justice to a school that, though in a "smaller" neighborhood, is populated densely with walkers.

Example of the different implications of the two methods:

| | School A | School B |
|---|---|---|
| Total Population: | 500 | 300 |
| 20 Percent Walkers: | 100 | 60 |
| 30 Percent Walkers | ( 150 ) | 90 |

If both schools have 20 percent walkers:

under method #1, School A (100) would score much higher than B (60).

under method #2, they would have equal scores (20%).

If School A has 20 percent walkers and B has 30 percent:

under method #1, A would score highest (100 to 90), BUT

under method #2, B would score highest (30% to 20%).

We recommend that the Board score the schools by each method, and then cumulatively.

Data to Collect

1. Number of children currently attending the school who live within walking distance. (highest number--highest score)

2. What percentage that number constitutes of the school's total population. (highest percentage--highest score)

Scoring*

Assign the schools scores on each point (number, and percentage).

Average the two scores for each school.

Note: This criterion is a combination of two from the original list; we recommend that it be double-weighted* for that reason, and because it reflects the importance the Task Force placed on neighborhood schools.

II.B. "Sense of neighborhood": the relationship of the school to its surrounding population.

How is the school related to its surrounding population?

Explanation

We decided that answers to the following questions, taken together, would yield as objective an evaluation as possible. Please note that with this list we do not claim to exhaust all the possible characteristics that could be measured in defining a neighborhood. We invite the Board to add to the list.

Data to Collect

1. How many of the school's students are children of parents who attended the same school--or who have lived 15-20 years in the same neighborhood?

2. How many of the community's residents (within current district lines or some clearly defined radius) went there?

3. How many years has the school been used as a polling place?

4. How many special programs in the school program are specifically designed to meet needs of its surrounding population?

5. How many non-school neighborhood activities take place in the school?

6. Is the school in a community that has a neighborhood association?

7. Is the PTA active?

Scoring

The schools could be scored first on each point (high numbers--high scores), and then cumulatively by averaging.

II.C. Potential enrollment of the school, based on the population in a given area around the building.

How many children who live in an area around the building (to be defined by the Board), could go to the school, given:

1. Its revised capacity

2. Federal and state laws (see Introduction to this section)

3. The parents' choices of space design (if the Board will institute the pairing-grouping plan)?

Explanation

This criterion is intended to compare the schools solely on the basis of their relationships to the elementary population.

It is thus related to II A (number and percent of walkers), but is not identical; the Board might define an area around the school that has a 'radius' greater than walking distance. In any case, the definition of the area is not intended to coincide with current district lines. This criterion is also related to I.G. (Pairing Plan), because it analyzes the distribution of the elementary population in relation to the buildings. But I.G. assumes a definite placement for each child in each plan. This criterion differs in that some children might be in the potential enrollment area of more than one school: if the defined area is large enough, some schools' potential enrollment areas could overlap.

Data to Collect

Define the area; then analyze the potential populations as suggested in the question, arriving at a potential enrollment figure for each school.

Scoring

In cases where areas overlap, the children in the overlap should be counted in both schools' areas, not assigned to one or the other.

(highest numbers of children--highest score)

II.D. Racial, ethnic, and socio-economic-status (SES) balance of families with school age or pre-school children, who live in the area around the building.

How homogeneous or diverse is this population?

Explanation

The area to be surveyed for this criterion might be the same one identified for II.C.

There is conflicting opinion in the educational and scientific communities as to whether a heterogeneous or homogeneous school population is best for the education and social development of children. But though opinions differ, there is agreement that this is an important question. The Board will need to choose between two kinds of standards for evaluating the schools on this criterion:

1. Most homogeneous is best, because the school could then be a focus for one of the town's sub-communities (an ethnic community, for example), with all the potential advantages which such a school-community relationship might bring; or,

2. Most diverse is best, because diversity helps the children recognize their relationship to society as a whole. Furthermore, if the school's neighborhood is heterogeneous, and therefore a legal source of the school's population, the need for disruptive busing is reduced (see Introduction to this section).

Whichever standard the Board chooses, the Task Force urges it to seek input from the public, and to make the basis of its evaluation clear.

Collecting the Data

This may be the criterion for which complete and satisfactory data are most difficult to come by. The Board already has information about the minority and ethnic status of the children currently in our public schools, and some information from which inferences about SES status may be drawn (families on welfare, children who receive free lunch). Presumably it could also get relevant information from the

latest census of the town's population; even if not completely up to date, it would probably be of some help.

Scoring

According to the degree of homogeneity or diversity, and the Board's decision about which is more desirable.

II.E. Alternate use: possibility that the building could be put to suitable alternate use.

Do feasible alternate uses for this building exist at present?

Explanation

It is bad for a neighborhood when a school stands empty, a target for vandalism and a depressing reminder that the neighborhood has lost something important. In deciding which schools to close, the Board should consider which buildings could be put to other appropriate uses if their use as schools were discontinued. Schools that could house other town services or be leased[1] to other users, would be in that respect more closable.

It could also be bad for a neighborhood if its school were simply "unloaded"--disposed of without consideration of community impact. So this criterion is intended to evaluate the buildings' suitability for uses that would fit in with the characters of their neighborhoods, for example:

1. A service specifically aimed at filling needs of the surrounding neighborhood;
2. A town-wide service that would benefit the neighborhood;
3. A type of business that would fit into the community,
   - At least by not conflicting with the building's previous use and identity;
   - At best by serving the community and employing its members.

We feel that simple "marketability"--could the school be disposed of?--is not an appropriate consideration for the Community Impact Criteria. Our original list did include "marketability" under both the Financial and Community Impact headings. But we believe that its inclusion here was an oversight: we did not at that time realize that

[1]Note: This committee does not recommend that any of the buildings be sold in the near future, since we believe that enrollment predictions can only be made on the basis of children already born, and the present decline could reverse itself.

II.E. (Alternate use) would cover the major rationale of the marketability criterion: avoiding building vacancy. Since it is such an important reason for this alternate use criterion, we feel that it is appropriate to include the possible "marketing" (in terms of leasing) here, instead of making it a separate criterion. We do not recommend that this criterion be double-weighted (as are the other two criteria which combine two from the original list), because we believe that it should not have been two separate criteria in the first place.

Data to Collect

The Board could do a formal survey, similar to that suggested for the dual use criterion (I.F.) to find out whether any potential appropriate uses exist at that time, for the various buildings.

Scoring

Schools for which no interested users were available would receive a 5 (because high score points to keeping the school open). Schools for which a specific proposed user would make a commitment (conditional upon the school's availability, of course), would receive a 1. Scores between those extremes could be assigned to any schools in which possible users have expressed a tentative interest.

. . .

After collecting all the necessary data and assigning each school a score for each of the Community Impact Criteria (using the worksheets), calculate a cumulative Community Impact score for each school. You will then have finished the Community Impact Criteria; go on to the Financial Criteria.

## III. FINANCIAL CRITERIA: Introduction

Ideally, the goal of a set of financial criteria should be to determine what the net financial effect would be of closing each school. Unfortunately, however, a complete and accurate set of predictions cannot be made on a school-by-school basis, because:

1. Many costs (transportation, staffing,) depend on town-wide districting patterns. The contribution of each individual school to these costs cannot accurately be isolated.

2. Many costs depend on contracts to be negotiated in the future, and on changes that could take place in the prices of things the schools must buy.

What we have tried to do in this section is to suggest ways in which the buildings can be fairly compared with each other on a financial basis. We have tried to answer this question: What costs or savings can accurately be assigned to the individual buildings?

We have made two eliminations from our original list. One is instructional costs. It is true that at present instructional costs vary significantly from building to building. But those variations are largely due to the way the student population is distributed; we feel that current usage is not a fair basis for comparing the buildings.

We also eliminated busing costs, because, 1) the town's busing bill may continue to be determined in the near future by the size of the secondary school population; 2) these costs cannot appropriately be isolated for individual schools, and 3) it is difficult to predict the terms of future contracts with the transportation companies.[1]

---

[1] We believe that the appropriate time for the Board to consider busing costs is later, when it has identified a group of possible redistricting plans which incorporate all necessary closings. At that time, it can perform an analysis of 1) whether elementary needs will determine the cost of the town's school transportation, and if so, 2) what the implications of each plan are for those costs. It is districting plans, not individual schools, for which busing costs should be computed and compared.

III.A. Per pupil costs, based on revised enrollment capacity

What would be the projected cost per pupil of operating the building at its revised capacity enrollment?

Explanation

Instructional costs--primarily the costs of teachers' salaries--are tied not primarily to the buildings, but to the student population. The teaching costs for any building vary according to the number of children going there--and that depends on districting. So since we feel that current population is not a fair basis for educational or financial criteria, this criterion is to be based on revised capacity enrollment, and is not to include instructional costs.

We ask the Board to compare the buildings on the basis of all other costs (heat, utilities, projected maintenance, non-instructional staff, etc.)--the costs of keeping the building open, expressed in projected per-pupil costs, at revised capacity enrollment.

Data to Collect

All costs but instructional costs.

Scoring

(lowest cost--highest score)

III.B. Renovation costs: need for and cost of renovation

What would be the cost for this building of cosmetic and other clearly necessary renovations like those performed at Spring Glen?

Explanation

One of our older buildings, Spring Glen, has been extensively renovated, to facilitate our elementary program. We believe that these renovations furnish a useful practical standard for estimating the renovation (and resulting expenditures) necessary to bring the older buildings up to that standard, and thus promote the equalization of our elementary facilities.

Data to Collect

Estimated costs for each school, if any.

Scoring

(lowest cost--highest score)

Schools which need no renovations of the type described should receive a 5; any school which the Board judges impossible (not merely expensive, but impossible) to renovate should receive 1's.

### III.C. Marketability of building

Would the probable disposal of this building, after its closing, result in a financial gain or loss for the town?

#### Explanation

Vacant buildings have maintenance costs, and vandalism can be expensive to prevent and repair. The town could thus save as well as perhaps make money by leasing, selling (which we do not recommend; see II.E.), or otherwise using closed schools.

We do not recommend that the town look for lessors or buyers without regard for community impact; but on financial grounds it could consider any way of disposing of the building that would not be bad for the community. That is, the marketability criterion does not demand a neighborhood-oriented choice of lessor or buyer.

Marketability is actually more complicated to analyze than it may at first appear. As suggested in the following paragraphs, the net financial result of closing a building is not merely a matter of its disposal. For purposes of this criterion, however, a fairly simple formula can be used to express "marketability": for buildings that will apparently remain empty, the maintenance and vandalism costs (a negative value) estimated for the school will determine its score. In the case of buildings for which a specific use is projected, the schools will be scored on the basis of the net financial result of those uses, in relation to vacancy costs.

#### Collecting the Data

The Board should begin by estimating the costs of vacancy for each school. It could then expand its search for potential ways of disposing of buildings, to determine which buildings are "marketable," or usable by services in need of space.

Scoring

For those schools which have no potential alternative uses at the time of the Board's survey, the vacancy costs would constitute, in effect, negative marketability (and produce a high score).

Simple calculations would show the projected net gain from selling or leasing a building; a building with a specific projected lessor or buyer would be scored on the basis of: income from sale or lease, plus saved vacancy costs.

The calculations would necessarily be more complicated for buildings that might be used by another town service. These calculations would involve, for instance, 1) whether the service's previous quarters, if any, were appropriately disposed of; 2) whether renovations of the school would have to be made; 3) how the costs of operating the service in the school compare with costs in its previous quarters; 4) how all these costs compare with vacancy costs, and so on.

At the end of its survey, the Board would have a range of figures from negative to positive, on the basis of which it could score the schools.

(lowest [i.e., negative] marketability--highest score)

. . .

After collecting all the necessary data, and assigning a score to each school for each of the Financial Criteria, calculate a cumulative Financial score for each school. You will then have finished the Financial Criteria; and the worksheets will show three cumulative scores for each school.

Then proceed to the ranking of schools, as described in Section IV of the Technical Introduction (page 7 ). The ranking will identify one school--the lowest-scoring school--for closure.

If more than one school is to be closed, refer to the Flow Chart, and to Section 3 of this Report, Closing More Than One School, (page 37) for our recommended procedure.

## 3. CLOSING MORE THAN ONE SCHOOL:

**A suggested procedure for identifying a second and third school to close, if necessary**

We recommend that if the closing of two or three schools is necessary, the Board should identify the schools one at a time. After determining the first school to close on the basis of the criteria, the Board could use a two-step procedure to identify each additional school for closing. Here is an outline of the procedures we envision.

### I. THE SECOND SCHOOL

This procedure has two parts:

1. Evaluate the remaining ten schools on a geographical basis.
2. Perform a second application of the criteria. For this application one or two schools would be given a perfect score for the Community Impact Criteria, on the basis of the results of the geographical analysis.

### A. GEOGRAPHICAL ANALYSIS

The Board would begin by performing a simple geographical analysis of all ten remaining schools. This analysis is designed to raise significantly the scores of the school or schools nearest the closed school, by giving it (or them) a perfect score of 5 for the whole Community Impact section (40% of the total score), when the criteria are applied again. The results of this analysis are to count only for the school or schools which score the highest on it--the school(s) nearest to the school already closed.

Title: Linear Distance between the closed building and this building

How far is the closed building from this building?

Data to Collect

The linear distance between each school and the closed school

Scoring

The school nearest to the closed school will receive a 5 for the whole Community Impact section on the second application of the criteria. The Community Impact criteria will not be applied to it again; they will be replaced by this new geographical score (5) for this school. Any other school whose distance from the nearest school is within 10% of the distance for the nearest school, will also receive a 5.

B. THE SECOND APPLICATION OF THE CRITERIA

The goal of the geographical analysis is simply to identify the school(s) nearest to the closed building, and to give it (or them) a significant advantage for the second application of the criteria. Therefore, the Board will not need to establish geographical scores for the rest of the schools.

On the second application of the criteria, those schools will be scored again by the same procedure as before (see Technical Introduction). It will not be necessary to collect new data for any criterion except I.G., the Pairing Plan (for which simulations should be run again, with the closed school omitted). But since one school will have been eliminated from the list, the position of the median will automatically shift for each criterion. Since the scoring system is based on the median, the scores will change in many cases, even though the data remain the same.[1] And it is likely that any schools significantly near the closed one will improve their scores on the Pairing Plan criterion, even though they did not receive the major advantage given to the nearest school or schools.

---

[1]Since there will only be ten schools to be scored on this second application of the criteria, there will be no one median school to base scores on. For this application (and any one involving an even number of schools), a median should be calculated. Here is a possible approach: 1) Arrange the data in ascending order; 2) Identify the two schools in the middle of the list (the fifth and sixth, in the case of ten); 3) A median could be the average of the data for those schools. It is calculated. The two schools that were averaged to determine the hypothetical median do not receive 3's. Like all the other schools, they are scored according to their actual data, in relation to the median.

At this point, it is likely that the result of the second application will point to the closing of a school that is acceptably located.[2] One problem could remain. If the Board is strongly committed to a Pairing Plan, it may find that the lowest-scoring school is of the wrong space design: closing it could make a pairing plan impossible to implement. In that case, the Board should close the lowest-ranked school of the appropriate space design.

If, however, the Board does not choose to give parents a choice of space design, then it will not have to consider adjusting the results of this second application on that basis.

## II. THE THIRD SCHOOL

What should be done if three schools are to be closed?

We believe that the Board should first identify the first two schools by the procedure outlined above. It could then run a second geographical analysis, which would be basically the same as the first. This run would identify another two or three schools to be scored 5 for the whole Community Impact section, when the basic criteria are applied for the third and final time.

### A. GEOGRAPHICAL ANALYSIS

This analysis is to be performed only after two schools have been definitely identified for closing. As in the case of the first, the results will count only for two (or three) schools, the ones which are nearest to each of the two closed schools.

Title: Linear distance between each closed school and this building

How far is this building from each of the schools already assumed closed?

Data to Collect

Two linear distances for each of the nine remaining schools

---

[2] If, on the other hand, one of the schools given the 5 for Community Impact is still at the bottom of the ranking, we believe that its low score means that it should be closed.

Scoring

Determine for each of the two closed schools, which of the nine others is nearest. Those two schools both receive 5's. If one school is nearest to both of the closed ones, the next nearest school to each one should also receive 5's. This would make a total of three schools to receive a score of 5 for the third application of the Community Impact criteria.

B. THE THIRD APPLICATION OF THE CRITERIA

Giving each of the appropriate schools a 5 for the Community Impact section, the Board could then perform the third and final application of the criteria. This procedure would be very likely to identify another appropriately located school to close. Again, if the Board wishes to institute a Pairing Plan, it may have to close the next-to-lowest ranking school, or even the one above that, in order to preserve an appropriate set of buildings.

## APPENDIX I

**Relationship of this document to the list of Criteria in the Task Force Report (pp. 141-4)**

All Educational and Community Impact criteria on the original list are represented here. In three cases we have combined two criteria from that list, for the sake of clarity: I.G. combines I. G. & H. II. A. combines II. A. & B., and II. E. combines II. E. & F.

Our only major departure was in eliminating the instructional and busing costs from the Financial Criteria. We did this because we believe that these costs cannot appropriately be assigned to the buildings themselves, but are instead a function of the town's pattern of school districts. We have, of course, preserved the 20 percent weighting of the category.

We knew that in working toward precise definitions, we would need to make some changes of wording or emphasis, and we have done so. We also changed the proposed scoring system. When the system based on the model 3-part scale (see p. 144 of the Report) proved to have significant disadvantages, we substituted our five-part scale, centered on the town median.

We have, however, carried out the Task Force's intentions as expressed in its recommendations, its votes, and its original list. We have emphasized the 40-40-20 weighting of the categories, and have suggested double-weighting two of the three criteria that combine two from the original list. Our reasons for not double-weighting the third appear in its Explanation, pages 30-31.

## APPENDIX II

**Sample worksheet for scoring each school on the Criteria**

This three-page worksheet is to be used for recording much of a school's data and all of its scores for the criteria. There will be one worksheet for each school.

Its basic format is a brief outline of the whole system of categories (Educational, Community Impact, Financial), individual criteria, and sub-criteria. It is a sort of "shorthand version" of the body of this report, and is not intended to be self-explanatory. For that reason, we have included page-number references to the text for each criterion.

In the center of each page are spaces for noting the data on which scores are based. For many criteria and sub-criteria, the data are simple numbers. For others requiring subjective judgment, surveys, or computer analysis, the Board will probably want to make more extensive notes than would fit on this sheet, and might use the worksheet simply for recording the scores for those criteria.

On the right side of each page are spaces for recording all the scores needed to produce the school's final cumulative score. Spaces for the sub-criteria are in the three left-hand columns; boxes for the individual criteria are in the fourth column; and boxes for the three major categories are in the right hand column. The recording of scores procedes from left to right, according to the scoring procedures described in the Technical Introduction and in the text of each criterion. As in the text, asterisks signal double-weighting.

At the end of the worksheet is space for determining the school's cumulative score, which may then be recorded in the space provided at the top of the worksheet.

(Name of school) Cumulative Score: ____

| CRITERIA AND SUB-CRITERIA (pp.) | DATA | | SCORES | |
|---|---|---|---|---|
| I. Educational (40%) | | | | I. |
| A. Site suitability (10) | | | | A. |
| 1. Location | | | ___1. | |
| a. Zoning | | ___ | | |
| b. Traffic | | ___ | | |
| 1) Av. cars per hr.* | _____ | *___ | | |
| 2) Closeness | _____ | ___ | | |
| c. Air quality | _____ | ___ | | |
| d. Aesthetic appeal | _____ | ___ | | |
| 2. Site itself | | | ___2. | |
| a. Size* | _____ | *___ | | |
| b. Aesthetic appeal | _____ | ___ | | |
| B. Classroom space flexibility (11) | | | | B. |
| 1. Accomodates well:* | | | *___1. | |
| a. Small groups | _____ | | | |
| b. Basic class sizes | _____ | | | |
| c. Multiples | _____ | | | |
| 2. Desirable renovation | _____ | | ___2. | |
| C. Classroom space per pupil (12) | _____ | | | C. |
| 1. Total classroom square' | _____ | | | |
| 2. Revised capacity | _____ | | | |
| D. Auxiliary facilities (13) | _____ | | | D. |
| 1. Media center | | | ___1. | |
| a. Space | _____ | ___ | | |
| b. Light | _____ | ___ | | |
| c. Accessibility | _____ | ___ | | |
| 2. Art Room | | | ___2. | |
| a. Square' | _____ | ___ | | |
| b. Light | _____ | ___ | | |
| 3. Music Room | | | ___3. | |
| a. Square' | _____ | ___ | | |
| b. Accoustics, light | _____ | ___ | | |
| 4. Special services--sq.' | _____ | | ___4. | |
| 5. Usable outdoor space | | | ___5. | |
| a. Square' | _____ | ___ | | |
| b. Recreation | _____ | ___ | | |
| c. Environmental educ. | _____ | ___ | | |
| 6. Cafeteria | | | ___6. | |
| a. Square' | _____ | ___ | | |
| b. light, traffic flow | _____ | ___ | | |
| 7. Gymnasium | | | ___7. | |
| a. Square' | _____ | ___ | | |
| b. Equipment, light | _____ | ___ | | |

| | DATA | SCORES | |
|---|---|---|---|
| E. Building capacity (15) | | | ☐ E. |
| 1. Capacity | _____ | | |
| 2. Percentage lost before 225 | _____ | | |
| F. Suitability for dual use (17) | | | ☐ F. |
| If definitely unsuitable, score 1. | | | |
| If might be suitable: | | | |
| 1. Nature of services/school | | ___1. | |
| a. Feasible in school hrs. | _____ | ___ | |
| b. Feasible only after school | _____ | ___ | |
| 2. Problems of dual use | | ___2. | |
| a. Space conflicts | _____ | ___ | |
| b. Traffic | _____ | ___ | |
| c. Hallway congestion | _____ | ___ | |
| d. Lavatories | _____ | ___ | |
| E. Regulations | _____ | ___ | |
| G. Pairing Plan* (19) | | * | ☐ G. |
| II. Community Impact (40%) | | | ☐ II |
| A. Walkers* (24) | | * | ☐ A. |
| 1. Number | _____ | ___1. | |
| 2. Percentage | _____ | ___2. | |
| B. Sense of Neighborhood (26) | | | ☐ B. |
| 1. Parent years in area | _____ | ___1. | |
| 2. Residents who went there | _____ | ___2. | |
| 3. Years as a polling place | _____ | ___3. | |
| 4. Special programs | _____ | ___4. | |
| 5. Non-school activities | _____ | ___5. | |
| 6. Neighborhood Association | _____ | ___6. | |
| 7. Active PTA | _____ | ___7. | |
| C. Potential Enrollment (27) | _____ | | ☐ C. |
| D. Racial, etc. balance (28) | _____ | | ☐ D. |
| E. Alternate use (30) | _____ | | ☐ E. |

| | DATA | SCORES |
|---|---|---|
| III. Financial (20%) | | ☐ III. |
| A. Per pupil costs (33) | _____ | ☐ A. |
| 1. Costs (all but instruct'l) | _____ | ___ 1. |
| 2. Building capacity | _____ | ___ 2. |
| B. Renovation Costs (34) | _____ | ☐ B. |
| C. Marketability (35) | _____ | ☐ C. |

CALCULATING THE CUMULATIVE SCORE

1. Weighting the Category scores:
   - I. Educational ___ x .4 -- ☐
   - II. Community ___ x .4 -- ☐
   - III. Financial ___ x .2 -- ☐

2. Cumulative Score: Sum I., II., III: ☐